DOCUMENT RESUME

ED 379 392 UD 030 320

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TITLE	Educational Resilience in Inner-City America. Challenges and Prospects.
REPORT NO	ISBN-0-8058-1325-X
PUB DATE	94
NOTE	217p.
AVAILABLE FROM	Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642 (paperback: ISBN-0-8058-1325-X; cloth: ISBN-0-8058-1324-1).
PUB TYPE	Books (010) -- Collected Works - General (020) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Adjustment (to Environment); Blacks; Context Effect; *Educational Change; Educational Improvement; *Educationally Disadvantaged; Educational Research; *Elementary Secondary Education; Individual Development; *Inner City; Special Education; Student Characteristics; *Urban Schools; Urban Youth
IDENTIFIERS	African Americans; Reform Efforts; *Resilience (Personality)

ABSTRACT

This collection attempts to broaden understanding of how to magnify circumstances known to enhance development and education in order to advance opportunities for all children, especially children and youth of the inner cities. Focuses are on raising consciousness about opportunities available to foster resilience and on synthesizing the knowledge base that is central to implementing improvements. Chapters are: (1) "Resilience in Individual Development: Successful Adaptation Despite Risk and Adversity" (Ann S. Masten); (2) "Variations in the Experience of Resilience" (Edmund W. Gordon and Lauren Dohee Song); (3) "Educational Resilience in Inner Cities" (Margaret C. Wang, Geneva D. Haertel, and Herbert J. Walberg); (4) "Understanding Resilient Students: The Use of National Longitudinal Databases" (Samuel S. Peng); (5) "The Americanization of Resilience: Deconstructing Research Practice" (Leo C. Rigsby); (6) "On Resilience: Questions of Validity" (David W. Bartelt); (7) "Resilience as a Dispositional Quality: Some Methodological Points" (Joan McCord); (8) "Risk and Resilience: Contextual Influences on the Development of African-American Adolescents" (Ronald D. Taylor); (9) "Special Education as a Resilience-Related Venture" (Maynard C. Reynolds); (10) "Effectiveness and Efficiency in Inner-City Public Schools: Charting School Resilience" (Lascelles Anderson); (11) "Understanding Resilience: Implications for Inner-City Schools and Their Near and Far Communities" (H. Jerome Freiberg); (12) "Contextualizing Resiliency" (Howard A. Liddle); (13) "Organizing for Responsiveness: The Heterogeneous School Community" (Diana Oxley); and (14) "Epilogue: Educational Resilience--Challenges and Prospects" (Edmund W. Gordon and Margaret C. Wang). (SLD)

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